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UNITED NATIONS EDUCATIONAL AND TRAINING PROGRAMME FOR SOUTHERN AFRICA

Report of the Secretary-General

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I. INTRODUCTION

1. The United Nations Educational and Training Programme for Southern Africa (UNETPSA) was established by the General Assembly under resolution 2349 (XXII) of 19 December 1967 by integrating earlier special programmes to assist persons from Namibia, South Africa, Southern Rhodesia and Territories under Portuguese administration in Africa. It is administered by the Secretary-General in consultation with the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa, which was established by the Assembly under resolution 2431 (XXIII) of 18 December 1968, and is financed from the Trust Fund made up of voluntary contributions by States, organizations and individuals. The Programme is now granting new awards only to students from South Africa and, for a transitional period ending 31 December 1992, to students from Namibia.

2. The General Assembly, in resolution 46/80 of 13 December 1991, considered that, under the changing circumstances in South Africa, in addition to its educational and training programmes abroad, the Programme should have the necessary flexibility to provide, in an appropriate manner, educational and training assistance to disadvantaged South Africans within the country itself. The Assembly also appealed to all States, institutions, organizations and individuals to offer greater financial and other assistance to the Programme to enable it to carry out its expanded programme of activities.

3. The present report covers the period from 1 September 1991 to 31 August 1992.

II. CONTRIBUTIONS TO THE PROGRAMME

4. Since the last report of the Secretary-General, which was issued on 15 October 1991 (A/46/561), the Programme has received for the period from 1 September 1991 to 31 August 1992 the following contributions totalling $5,289,542:

Country	(United States dollars)
Argentina	10 000
Australia	73 084
Austria	70 000
Barbados	500
Denmark	817 819
Egypt	424
Finland	584 649
France	276 600
Germany	110 246
Greece	9 000
Iceland	2 200
India	2 000

Country	(United States dollars)
Japan	660 000
Kuwait	5 000
Luxembourg	14 286
Malaysia	1 000
Netherlands	112 521
New Zealand	22 040
Norway	1 076 158
Philippines	422
Portugal	9 985
Spain	38 393
Sweden	473 118
Switzerland	105 115
Thailand	2 000
United States of America	803 000
Venezuela	9 982
	5 289 542

5. In addition, the following pledges for 1992, totalling $133 743, are outstanding:

	(United States dollars)
Egypt	420
India	2 000
Indonesia	3 000
Luxembourg	15 152
Republic of Korea	12 500
Switzerland	100 671
	133 743

6. The 1992 contributions and pledges, totalling $5 423 285, represent a decrease of resources over the previous year, when contributions and pledges totalled $5 908 720.

III. AWARDS OF SCHOLARSHIPS

7. The pattern of the development of the Programme since 1987/1988 may be seen from the table below:

Reporting period	Number of new awards	Number of awards extended	Number of scholarship holders
1987/88	607	751	1 358
1988/89	95	1 113	1 208
1989/90	542	658	1 200
1990/91	648	630	1 278
1991/92	1 264	844	2 108

8. The breakdown of scholarship holders by country of origin since 1987/1988 is as follows:

	1987/88	1988/89	1989/90	1990/91	1991/92
Namibia	479	442	361	343	321
South Africa	879	766	839	925	1 787
	1 358	1 208	1 200	1 278	2 108

IV. WORK OF THE ADVISORY COMMITTEE

9. The Advisory Committee on the United Nations Educational and Training Programme for Southern Africa (UNETPSA) is composed of representatives of Belarus, Canada, Denmark, India, Japan, Liberia, Nigeria, Norway, the United Republic of Tanzania, the United States of America, Venezuela, Zaire and Zambia. Representatives of the Namibia Transitional Unit, the Office of the United Nations High Commissioner for Refugees (UNHCR), the Special Committee against Apartheid, the Organization of African Unity (OAU), as well as representatives of Botswana, Lesotho and Swaziland, attended the meetings of the Advisory Committee as observers.

10. During the period under review, Mr. Martin Huslid, Permanent Representative of Norway to the United Nations, was Chairman of the Advisory Committee. Mr. Isaiah Zimba Chabala, Deputy Permanent Representative of Zambia to the United Nations, was Vice-Chairman.

11. The Committee held two meetings, at which it considered several aspects relating to the development of the Programme. It also organized jointly with the Programme, in accordance with General Assembly resolution 46/80, a Follow-up Conference on International Educational Assistance to Disadvantaged South Africans at United Nations Headquarters in New York on 8 and 9 September 1992. The organization of the Conference was entrusted to the Centre against Apartheid, which also provided Secretariat services to the Advisory Committee.

12. The Conference focused international attention on the requirements for effective international educational assistance to disadvantaged South Africans during the transition to a non-racial and democratic South Africa. It offered participants an opportunity to exchange views and make recommendations on priority areas of short- and long-term intervention by bilateral and multilateral educational and training programmes and to identify mechanisms for the coordination of assistance by international organizations and agencies, bilateral and multilateral programmes of assistance, donors and non-governmental organizations during the period of transition and beyond.

13. The two-day Conference, which was chaired by Ambassador Martin Huslid (Norway), Chairman of the Advisory Committee, was attended by 133 experts, representatives of relevant organizations and observers. Participants also included representatives of major donor countries to bilateral and multilateral programmes of assistance to southern Africa, United Nations agencies, and other intergovernmental organizations, and non-governmental organizations providing educational assistance to disadvantaged South Africans, as well as South African experts on education. Representatives of the African National Congress of South Africa (ANC) and the Pan Africanist Congress of Azania (PAC) also attended as observers.

14. The agenda of the Conference was as follows:

(a) Strategies and policies of education and training assistance to Black South Africans for a non-racial and democratic South Africa;

(b) Human resource requirements during the transition period and beyond, with special regard to international educational assistance (i.e., current and future programmes of bilateral and multilateral assistance);

(c) Issues of sustainability of South African training capability beyond donor support; linkages between education, training and employment;

(d) Coordination of education and training assistance and establishment of mechanisms of consultation and cooperation between donors, implementing agencies, educational institutions and United Nations organs and agencies concerned;

15. At the opening session, statements were made by the Chairman of the Conference, the representative of the Secretary-General, the Acting Chairman of the Special Committee against Apartheid and the Special Adviser to the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Secretary of Education of the Pan Africanist Congress of Azania (PAC) addressed the Conference. The Head of Education of the African National Congress (ANC) read a message to the Conference from Mr. Nelson Mandela, President of the African National Congress, and made a presentation on a national strategic framework for education in South Africa.

16. Documentation for the Conference included 10 background papers, prepared by the United Nations Educational and Training Programme for Southern Africa

(UNETPSA), UNESCO, the World Bank, South African experts, a leaflet and a poster on UNETPSA, as well as other relevant notes and documents.

17. The work of the Conference was conducted in four workshops. Workshop I dealt with policy questions and practical measures to address, inter alia, the issues of human resources and other formal or non-formal requirements for the transition to a non-racial and democratic educational system in South Africa; marginalized sectors: youth, women, children and displaced persons; linkages between education, training, internship programmes and job placement. Workshop II dealt with current and future funding of bilateral and multilateral programmes of assistance: priority areas of funding inside South Africa and abroad; institution-building and leadership skills training during the transition period. Workshop III focused on mechanisms of consultation and cooperation among donors, implementing agencies, educational institutions and the United Nations. Workshop IV dealt with measures to sustain growth beyond donor assistance: role of the private sector; role of non-governmental organizations; training, educational and technical assistance to non-governmental organizations; role of international organizations and current and future strategies of international bursary assistance.

18. During the Conference, participants heard three presentations. They also viewed a video tape, produced by the African National Congress (ANC), depicting the impact of apartheid on the education system in South Africa.

19. Mr. John Samuel, Head of the Education Department of the African National Congress, made a presentation, entitled "A proposition for a national strategic framework for education in South Africa", to overcome uncoordinated planning and to implement effectively appropriate educational programmes.

20. Mr. Robert Tucker, an attorney who is also the Chairman of the Community Banking Project, made a slide presentation on alternative projections of South Africa's political, economic and social future under various scenarios, which were prepared by a team of South African economists, businessmen and academics. Professor Merlin Mehl, the Director for Education of the Independent Development Trust (Cape Town), made a presentation of the APEX Model (Assessing Policies for Educational Excellence in South Africa), in cooperation with Dr. Henry Healey, Research Scientist at the Center of International Development, North Carolina (United States of America), and Mr. Peter Badcock-Walters, Development Director of the Education Foundation (Durban). APEX is a computerized enrolment and cost-projection model designed to allow policy analysts to examine and address the educational, structural, political and financial aspects of any education policy. The presentation examined a hypothetical system of education and identified key areas of strategic intervention that, in the view of South African participants, the international community could most effectively address: pre-primary, basic adult education, teacher training, infrastructure, management and training, curriculum and testing reform, textbook design and production, distance education and research.

21. The Conference also heard a statement on behalf of South Africans attending the Conference calling, inter alia, on United Nations agencies to play a greater coordinating role among donor and recipient organizations; to facilitate communication between the relevant South African institutions and organizations, and agencies and the international community; and, to provide technical assistance in agreed areas of priority.

22. The following points that emerged from workshop proceedings, are of direct interest to the work of the Programme:

(a) There is a need to establish linkages between training institutions and industry in South Africa: those linkages through partnerships of employers and employees, especially in the private sector, would ensure that training institutions are producing the skills necessary to meet the actual and future demands of the South African economy and to assist in the research and collection of data on skills and job placement. There should also be a linkage between scholarship awards and job opportunities in South Africa; resources should be provided, preferably to those local institutions which have demonstrated a willingness to address community needs and the socio-economic imbalances in South Africa;

(b) There is a need for support to strengthen historically disadvantaged institutions and to develop their research and analytical capacities;

(c) Research and networking among South African non-governmental organizations involved in providing and channelling educational assistance to disadvantaged South Africans were singled out as areas in which international assistance could also be helpful;

(d) The United Nations could serve as an important catalyst in bringing together various groupings inside South Africa with the overall aim of getting cooperation in the field of education, in particular by improving coordination between donors and recipients of assistance inside and outside South Africa, in terms of agreed priorities and sustainability of programmes and projects undertaken;

(e) Areas of priority where the United Nations agencies could provide technical assistance were generally defined as capacity-building of Black universities; tertiary student financial assistance; basic adult education; capacity-building (institutional, technical and financial) in the non-governmental organizational sector;

(f) Given the vast experience and expertise of United Nations agencies in the development of international education, participants felt that the United Nations could facilitate communication between the relevant South African institutions/organizations, aid agencies and the international community. The United Nations could also play a critical role in the gathering, exchange and coordination of relevant information.

23. In his concluding remarks, the Chairman of the Conference expressed the hope that the Conference had achieved its objective by focusing international attention on the educational crisis and the great educational needs in South Africa and ways to address the problem. He said participants had come closer in understanding both the needs and the preferred channels of assistance to ensure the structural changes in the educational system in South Africa with greater possibilities for disadvantaged students. This would be a long-term task. He looked forward to a continuing dialogue on these critical issues. He said that he had taken note of participants' interest that a forum on education should be organized inside South Africa in due course with the broadest possible participation.

24. The Advisory Committee notes that UNETPSA had already embarked on a work plan reflecting new directions in the form of projects inside South Africa and abroad which aim at strengthening the institutional capabilities and decision-making role of non-governmental organizations, community-based organizations and educational institutions which serve the needs and interests of disadvantaged South Africans.

25. In accordance with the recommendations of the 1989 evaluation report, the Programme has continued during the period under review to secure a larger intake of students from South Africa and to show greater concern for the returnability and employability of graduates, as demonstrated by the following measures:

(a) Returnability and employability are now considered as essential criteria of selection for awards;

(b) Multiplication of co-sponsorship agreements on short-term specialized training programmes that lower costs to UNETPSA, while guaranteeing the return and job placement of trainees;

(c) Contacts have been established with South African-based non-governmental organizations, whose mandate is to match graduates with jobs, as well as with actual and potential employers in the private sector and communities;

(d) Strengthening of the historically Black and other universities through exchange programmes for Black graduates and junior faculty;

(e) Search for alternative ways and means to ensure an effective implementation and monitoring of UNETPSA-sponsored projects inside South Africa.

26. During the period under review, and in accordance with the recommendations of the Advisory Committee, the Programme initiated a number of new projects in cooperation with scholarship agencies, educational institutions, foundations, and governmental and intergovernmental agencies, particularly in high-cost countries. Those new projects have resulted in the involvement of UNETPSA in more forms of training than it could have arranged

on its own, and at a lower cost per award, especially in North America and Europe. At the same time, UNETPSA was able to grant awards to an increasing number of students from inside South Africa. Overall, those co-sponsorship arrangements have proved to be beneficial to the jointly sponsored students, to UNETPSA and to the cooperating agencies. A summary of co-sponsored projects that are either being currently carried out or are planned for the near future is given in the following section.

A. Co-sponsorships and other cooperative arrangements

27. In accordance with General Assembly resolution A/46/80, consultations were held in January and February 1992 with a number of intergovernmental agencies and non-governmental organizations - notably the International Fundraising Consortium (Interfund), the Education Development Trust (EDT) of The National Education Coordinating Committee (NECC), the South African Bursaries Council (SABC) and some of its members, the South African Student Internship Foundation (SASIF), Kagiso Trust (KT), and the Educational Opportunities Council (EOC). As a result of those consultations, the following arrangements were concluded:

(i) Inside South Africa

(a) In 1992, UNETPSA concluded arrangements with the Bursary Council of South Africa (BCSA) for the co-sponsorship of 125 returnee students in UNETPSA fields of priority (biotechnology, computers, community development, education, environmental studies, agriculture, engineering, science, business and health professions) at various universities and technikons in South Africa. Of those awards, 100 have been processed for the 1992 academic year.

(b) Cooperative arrangements initiated earlier with the Education Assistance Programme (EAP) of the Education Development Trust (EDT) and which resulted in the placement of 68 "A" and "O" level students in Zimbabwe, will come to an end in 1992. New arrangements have been concluded with EAP for the co-sponsorship of 125 students who are studying at universities and in South Africa in the following fields of priority: biotechnology, computers, community development, education, environmental studies, agriculture, engineering, science, business, and health professions.

(c) The Lawyers for Human Rights (SA) requested the United Nations Educational and Training Programme for Southern Africa's assistance in training a total of 70 lawyers throughout South Africa through the bursary unit.

(d) In cooperation with the Equal Opportunities Council (SA), the programme has agreed to the co-sponsorship of 30 junior faculty with a view to institution-building in the fields of science, engineering and agriculture beginning with the 1992 academic year.

(e) Consultations are under way for the first half of 1993 for the co-sponsorship of 30 awards at other universities through the South African Council of Churches (SACC) and the Southern African Catholic Bishops Conference (SACBC).

(f) The 55 awards given to Black students for the academic year 1992/1993 at Fort Hare University will cover mainly the fields of science and education.

(g) UNETPSA, in cooperation with Witswatersrand University, (SA) has approved the training of a total of 62 individuals for the 1992/1993 biennium for graduate study in the field of business administration. This programme provides two-year part-time courses for individuals holding jobs or a one-year graduate certificate programme in business administration.

(ii) In other low cost countries

(a) During the period under review, the Programme and the Commonwealth Secretariat co-sponsored 40 students on a 50-50 basis in priority fields (biotechnology, computers, community development, education, environmental studies, agriculture, engineering, science, business and health professions) for degree and diploma courses in Commonwealth developing countries. The duration of the co-sponsorships varies from one to three years. It was further agreed that an additional group of 20-40 might be considered in early 1993.

The Commonwealth Secretariat and UNETPSA approved the continued funding of 741 trainees by the South African Extension Unit on a 50-50 basis.

(b) The Southern Africa Education Trust Fund (SAETF) of Canada is co-sponsoring with the Programme a Small Business Development Course, which is for 10 participants and will take place in Swaziland for the academic work and in Canada for practical attachments. There is a possibility that this organization together with the Commonwealth Secretariat would share costs equally.

In addition, 40 to 60 trainees would be drawn from mid-level management for training in South Africa and practical attachments in Canada.

(c) Arrangements also are being concluded for the placement of 50 candidates at tertiary institutions in India in the fields of science, medicine and technical education.

(iii) Co-sponsorships in high-cost countries

(a) Arrangements with the University of Alberta are in the process of being concluded in respect of 10 Namibian students at the Masters level for institution-building in the field of teacher education.

(b) The Programme co-sponsored with Bristol University for 10 individuals to receive mid-level professional upgrading for a six-month

period and for 15 individuals to receive training towards a Master's degree in Education for a 12-month period. The awards are tenable respectively at Bristol (United Kingdom) and Witwatersrand (South Africa) Universities. The project was approved early in 1991 and is being executed during the current reporting period.

(c) UNETPSA, in cooperation with Japan International Cooperation Agency (JICA), arranged to place 10 individuals for short-term training programmes in Japan in high technology areas of study, computer science and industrial development.

(d) UNETPSA is currently consulting with the African-American Institute to extend the project they have with the University of the Western Cape to five other Black universities. This programme has involved the co-sponsorship of 20 lecturers during the past two years for six-month professional upgrading and research programmes at universities in the United States. UNETPSA would contribute to direct student costs.

(e) UNETPSA has an agreement with the Council on International Programmes (CIP), to bring 200 social workers and community development professionals to the United States annually for 4- and 12-month work experience with social welfare agencies. The Council administered a special programme for 15 South Africans to acquire professional work experience. Since the participants usually receive a small stipend, costs to UNETPSA were very moderate.

(f) Co-sponsorship arrangements with the International Institute of Education (IIE) for the 1992 academic year include 25 new awards at the M.A. and Ph.D. levels in priority fields in the United States.

(g) In cooperation with Ohio University, the Programme provides training assistance to 10 civil servants from the Namibian Ministry of Education, teachers and administrators from the University of Namibia at the M.A. level in the fields of teacher education and educational administration. Some of the award recipients will commence their studies in January 1993.

(h) During the period under review, co-sponsorship arrangements with the Community Economic Development Programme of New Hampshire College were approved for the training of five healthcare professionals for M.A. level studies in applied strategies for health promotion in developing countries.

(i) An agreement has also been reached with the South Dakota School of Mining and Technology (United States) for the admission of up to 10 students at the undergraduate or M.A. levels in the fields of mining, geological or metallurgical engineering. It is expected that trainees will be selected on the basis of their ability to secure employment upon their return home.

(j) The programme also cooperated with other co-sponsoring institutions and non-governmental organizations such as the Education Fund for Southern Africa (SAFTE), Ramapo College, African Arts Fund, Uppsala University and Kearney State College.

(k) During the period 1992/1993, co-sponsorship arrangements do include undergraduates primarily at the junior level. In a cooperative effort, a number of organizations and foundations are currently consulting on ways and means of co-sponsoring, on a one-time basis, a limited number of undergraduates currently stranded in high-cost countries.

(l) According to the terms of the proposed arrangement, UNETPSA would provide a financial contribution towards those awards at the students' home institution. The Church Councils would in turn provide administrative support and counselling, as well as academic bridging courses, which would be given at various centres.

28. During the period under review, the Advisory Committee has noted with satisfaction the new policy directions and training activities of the Programme that are designed:

(a) To build up the institutional capacity of communities and non-governmental organizations, especially the historically Black and other universities;

(b) To provide training in Black leadership skills in order to facilitate the transition to a non-racial and democratic South Africa;

(c) To train Black lawyers and judges for the effective administration of justice in a post-apartheid South Africa;

(d) To provide short-term specialized training or post-graduate studies that are not readily offered in South Africa;

(e) Establish or strengthen linkages between training activities and industry.

The Committee welcomes the expanding overall activities of the Programme and its close cooperation with non-governmental organizations and educational institutions inside South Africa.

29. The Advisory Committee wishes to express its appreciation to the Secretary-General for the efficient manner in which the Programme is being administered.

V. CONCLUSION

30. The Secretary-General, in consultation with the Advisory Committee, has made every effort to promote the Programme in order to meet the growing and critical educational and training needs of students from South Africa and Namibia.

31. In view of the urgent need to contribute effectively to the human resources development for a non-racial and democratic South Africa, the Secretary-General appealed to all States, institutions, organizations and

individuals to offer continued generous financial and other support to the Programme. It is now increasingly recongnized that a large trained cadre of Black South Africans, especially at the high and mid-management level in priority areas, will play a critical role in facilitating a transition to a non-racial and democratic South Africa.

32. The Secretary-General wishes to express his deep appreciation to those States which have supported the Programme, either in the form of contributions, scholarships or placement in their educational institutions. He also wishes to express his appreciation to the Secretary-General of the Organization of African Unity (OAU), the Secretary-General of the Commonwealth Secretariat, the Administrator of the United Nations Development Programme (UNDP), the United Nations High Commissioner for Refugees, the Namibia Transitional Unit and the executive heads of the specialized agencies for their continued cooperation. Finally, he wishes to acknowledge the contributions of educational institutions, particularly in Africa, and of other organizations that have cooperated with the Programme.

ANNEX I

Number of applications and awards

(1 September 1991-31 August 1992)

A. Grand total		
New applications received	2 375 a/	
New awards granted		1 264
Awards extended		844
Total scholarship holders		2 108
Awards completed	1 462	
B. Namibia		
New applications received	215	
New awards granted		66
Awards extended		255
Total scholarship holders		321
Awards completed	277	
C. South Africa		
New applications received	2 160	
New awards granted		1 198
Awards extended		589
Total scholarship holders		1 787
Awards completed	1 185	

a/ Over 1,000 additional requests for assistance were received, in addition to formal applications.

ANNEX II

Host countries and fields of study

Country of study	Field of study	Number of awards	Total
	A. Namibians		
Australia	Vocational teacher-training	46	
Congo	Vocational technical sec. education	197	
Germany	Medicine	1	
Ghana	"A" levels	4	
Namibia	Administration, management and finance	1	
	Public administration	1	
	Economics	2	
	General education	4	
	Secondary education	1	
	Ecology/environment	1	
	Mechanical engineering	1	
	Chemistry	1	
	Sociology	1	
	Total	13	
United Kingdom of Great Britain and Northern Ireland	Agricultural economics	1	
	General education	3	
	General law	1	
	Ecology/environment	1	
	Total	6	
United States of America	Computer science	4	
	Computer engineering	1	
	Economics	5	
	General education	1	
	General law	1	
	Biology	4	
	Medicine	1	
	Civil engineering	1	
	Energy engineering	1	
	Electronic engineering	1	
	Political science	1	
	Radio and television	5	
	Criminology	1	
	Psychology	1	
	Total	28	

Country of study	Field of study	Number of awards	Total
Zimbabwe	Economics	1	
	Secondary education	2	
	Vocational education	22	
	English	1	
	Total	26	321

B. South Africans

Antigua and Barbuda	Medicine	1	
Australia	Vocational education	1	
	Medicine	1	
	Total	2	
Belgium	Administration, management and finance	1	
Botswana	Accounting	1	
	Public administration	1	
	Business studies	3	
	Computer science	11	
	Economics	1	
	History (African)	1	
	Machinist	1	
	Primary education	1	
	Production and supervision	1	
	Social science	2	
	Radio and television	3	
	Sociology	1	
	Vocational distance education	13	
	Total	40	
Bulgaria	Physical science	1	
	Chemistry	1	
	Total	2	
Canada	Accounting	1	
	Organizational development	1	
	Computer science	1	
	Economics	2	
	General education	4	
	Vocational education	15	
	Dental studies	1	
	Civil engineering	1	

Country of study	Field of study		Number of awards	Total
Canada (continued)	Political science		1	
	Journalism		1	
	Psychology		1	
	Social work		16	
		Total	45	
Ethiopia	Data-base design		1	
Ghana	General law		1	
	Journalism		2	
		Total	3	
Hungary	Chemical engineering		1	
	History		1	
		Total	2	
India	Business studies		1	
	Economics		5	
	General life science		1	
	Medicine		3	
	Veterinary science		2	
		Total	12	
Ireland	Medicine		1	
Japan	Regional planning		2	
Kenya	Computer science		3	
	Economics		1	
	Secondary education		1	
	Vocational education		1	
	Electronic engineering		2	
		Total	8	
Lesotho	Accounting		2	
	Administration		5	
	Public administration		1	
	Business studies		1	
	Computer science		1	
	General education		12	
	Vocational education		2	
	General law		12	
	Life science		2	
	Civil engineering		1	

Country of study	Field of study		Number of awards	Total
Lesotho (continued)	Mechanical engineering		1	
	General statistics		1	
	Social sciences		10	
		Total	51	
Namibia	Vocational education		1	
Nigeria	Political science		2	
	History		1	
		Total	3	
Pakistan	Economics		1	
South Africa	Accounting		7	
	Agriculture/agronomy		12	
	Bio-chemistry		4	
	Bio-medical engineering		1	
	Business administration		9	
	Building survey		2	
	Chemical engineering		2	
	Chemistry		7	
	Civil engineering		1	
	Commerce		27	
	Computers		2	
	Development planning		3	
	Counselling		1	
	Education		26	
	Electrical engineering		1	
	Electronics		3	
	Economics		11	
	Engineering and geology		2	
	Environmental science		1	
	General life science		7	
	Geology		8	
	Higher education		1	
	Industrial relations		1	
	Labour relations		1	
	Law		79	
	Mathematics		5	
	Management		3	
	Medicine		6	
	Nursing		3	
	Pharmacy		2	
	Pilot training		1	
	Political science		1	

Country of study	Field of study	Number of awards	Total
South Africa (continued)	Public administration	48	
	Psychology	1	
	Science	30	
	Secretarial	1	
	Social development economics	2	
	Social work	6	
	Social sciences	22	
	Town planning	1	
	Zoology	4	
	Total	355	
Swaziland	Accounting	1	
	Agriculture	3	
	Commerce	1	
	General education	5	
	Higher education	2	
	Home economics	2	
	Law	4	
	Primary teachers' education	2	
	Secondary teachers' education	9	
	Secondary education	3	
	Vocational technical education	19	
	Life science	3	
	Agriculture/agronomy	5	
	Occupational health	1	
	Mechanical engineering	2	
	Electrical technician	3	
	Social science	7	
	Secretariat studies	2	
	Total	74	
Switzerland	Public administration	2	
Uganda	Social science	1	
	Vocational distance education	392	
	Total	393	
United Kingdom	Accounting	2	
	Economics	3	
	General education	13	
	Adult education	1	
	General law	1	
	Biology	1	
	Medicine science	1	

Country of study	Field of study	Number of awards	Total
United Kingdom (continued)	Nursing	1	
	Dental studies	2	
	Zoology	1	
	Electronic engineering	1	
	Chemistry	1	
	Analytical chemistry	1	
	Radio and television	2	
	History	1	
	Social work	1	
	Sociology	1	
	Total	34	
United Republic of Tanzania	Accounting	1	
	Agriculture/agronomy	1	
	Financial administration/budgeting	2	
	International finance	3	
	Public administration	1	
	Business studies	11	
	Computer science	4	
	Adult education	1	
	Vocational education	26	
	Vocational distance education	110	
	Medicine	2	
	Mechanical engineering	1	
	Political science	1	
	Journalism	6	
	Social work	3	
	Total	173	
United States of America	Administration, management and finance	6	
	Accounting	2	
	Financial administration/budgeting	1	
	Public administration	6	
	Organizational development	3	
	Personnel administration	3	
	Marketing management	1	
	Business studies	3	
	Computer management	1	
	Computer science	1	
	Computer engineering	3	
	Economics	20	
	Agricultural economics	1	
	Social development economics	3	
	International economics	2	

Country of study	Field of study	Number of awards	Total
United States of America (continued)	General education	15	
	Adult education	2	
	Higher education	2	
	Primary education	1	
	Regional and urban planning	6	
	General law	9	
	Agriculture/agronomy	2	
	Biology	3	
	General life science	1	
	Medicine	7	
	Pre-medical studies	1	
	Nursing	3	
	Dental studies	2	
	Physical therapy	1	
	Occupational health	3	
	Zoology	4	
	Civil engineering	2	
	Mechanical engineering	1	
	Electrical engineering	1	
	Chemical engineering	1	
	Physics	1	
	Chemistry	4	
	Political science	6	
	Political science	2	
	African studies	2	
	Communications	1	
	Film-motion picture	2	
	Radio and television	8	
	Journalism	4	
	History	1	
	Psychology	9	
	Social work	22	
	Sociology	2	
	General statistics	1	
	General mathematics	2	
	Humanities	6	
	Linguistics	2	
	English	1	
	Total	199	
Zambia	Accounting	3	
	Personnel administration	1	
	Marketing management	1	
	Electronic engineering	1	

Country of study	Field of study	Number of awards	Total
Zambia (continued)	Radio and television	1	
	Journalism	1	
	Vocational distance education	101	
	Total	109	
Zimbabwe	Public administration	1	
	Marketing management	1	
	Business studies	4	
	Computer science	2	
	Economics	4	
	General education	3	
	Vocational distance education	126	
	General law	2	
	General life science	1	
	Journalism	1	
	Public information	1	
	History	1	
	Social work	3	
	Sociology	2	
	Humanities	2	
	English	6	
	Secondary education "O" and "A" levels	113	
	Total	273	1 463 a/

a/ The total number of 1,483 students sponsored in Africa includes 666 Distance Education awards and 75 workshop trainees co-sponsored with the Commonwealth Secretariat in Botswana, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe.

ANNEX III

Placement by region, 1991-1992

	Africa	Europe	North American Caribbean Countries	Asia	Total
Namibians	240	7	28	46	321
South Africans	1 483	42	245	17	1 787
Total	1 723	49	273	63	2 108

ANNEX IV

Offers of scholarships in kind

In addition to the voluntary cash contributions referred to in paragraph 4 of the report, in past years the Programme received offers of scholarships for training in their own countries from the following States:

Algeria
Austria
Barbados
Belarus
Bulgaria
Canada
Czechoslovakia
Egypt
Germany
India
Israel
Italy
Jamaica
Kuwait
Lesotho
Libyan Arab Jamahiriya
Mauritius
Nigeria
Pakistan
Qatar
Republic of Korea
Romania
Russia
Sri Lanka
Sudan
Thailand
Trinidad and Tobago
Ukraine